

**Course Title : Assessment for Learning - B****Course Code: EDCP - 3209****Semester - III****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Develop an understanding of the how and why of assessment from a constructivist point of view.
- Develop an understanding of Assessment modes in line with learning objectives.
- Develop an understanding of the flexibility and dynamicity of assessment for learning.
- Develop an understanding of discussion and usage of assessment results in improving learning.
- Emphasize formative assessment keeping in view the participative experiences as well as field-based activities indicated within the courses.
- Make the student teachers to evolve appropriate criteria and rating suited to the needs and level of students of their class.
- Evaluate assessment needs, present scenario and actual need critically.

Unit	Content	Hour	Marks
<b>1</b>	<b>Procedure of assessment</b>	<b>18</b>	<b>20</b>
	Procedure	02	
	Recording and reporting progress of forum for engagement with community work	02	
	Diversity of assessment in the context of disciplines	02	
	Interpreting student's performance <ul style="list-style-type: none"> <li>• Descriptive statistics : frequency distribution, measures of central tendency &amp; measures of variability, percentages, percentilerank</li> <li>• -Graphical Presentation of Data: 1)Pie Graph 2) Bar Graph 3) Histogram</li> </ul>	10	
	Issues of assessment – Growing commercialization of assessment, High stake testing, competitive ranking of schools	02	
<b>Engagement with Field:</b> <ul style="list-style-type: none"> <li>• Plan a procedure of assessing a student based on your pedagogy. (Any other)</li> <li>• Prepare a CRC of a student. (Library Engagement)</li> <li>• Count measurement of central tendency and S.D. of a result of a class by making frequency distribution. (Research)</li> <li>• Make pie graph, Bar graph and Histogram using data. (Research)</li> <li>• Presentation of paper on examination and evaluation policy. (Seminar)</li> </ul>			

**Course Title : Contemporary India and Education – A****Course Code : EDPE - 3102****Semester - III****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Know about Current diversity and characteristics of contemporary Indian society.
- Familiar with current fundamental Rights and educational policy frame work recommended in Indian Constitution.
- Compare current public educational policy of contemporary India With reference to universal level.
- Familiar with current Educational policy framework at various state level.
- Learn about policies and actual shaping of school education in Contemporary India.

Unit	Content	Hour	Marks
<b>1</b>	<b>Diversity in contemporary society &amp; Education</b>	<b>12</b>	<b>18</b>
	<ul style="list-style-type: none"> <li>• Diversity in contemporary Indian Society; Meaning , concept &amp; characteristics</li> <li>• Levels of diversity in Indian Society (Individuals, regional, language, religious, castes, tribes etc.)</li> <li>• The role of Educational institutions for creating respect diversity and establish framework for collective living</li> <li>• Diversity of knowledge and experience according to diverse community and individuals and their different sets demand from education</li> <li>• Role of education to respect diversity, collective living and resolution of tensions.</li> </ul>	12	
<b>Engagement with Field:</b> <ul style="list-style-type: none"> <li>• Project on diversity of Indian society (Library Engagement)</li> <li>• Survey on students learning in different type of schools like self finance school, government school etc. (Research)</li> <li>• Celebration of Indian festivals for fraternity. (Social Engagement)</li> <li>• Arrange seminar on diversity of contemporary Indian society. (Seminar)</li> </ul>			
<b>2</b>	<b>Issues of contemporary Indian society</b>	<b>20</b>	<b>17</b>
	<ol style="list-style-type: none"> <li>1. Indian Constitution               <ul style="list-style-type: none"> <li>• Preamble</li> <li>• Fundamental rights and duties of citizens</li> <li>• Directive principles of state policies</li> <li>• Constitutional values (Freedom, justice, equality and fraternity)</li> </ul> </li> <li>2. Constitutional provisions on human &amp; child rights, values &amp; education.</li> <li>3. Meaning &amp; concept of Pluralistic culture, identity, gender equality, poverty &amp; Diverse communities.</li> </ol>	20	

**Course Title : Contemporary India and Education – B****Course Code: EDPE - 4102****Semester - IV****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Know about Current diversity and characteristics of contemporary Indian society.
- Familiar with current fundamental Rights and educational policy frame work recommended in Indian Constitution.
- Compare current public educational policy of contemporary India With reference to universal level.
- Familiar with current Educational policy framework at various state level.
- Learn about policies and actual shaping of school education in Contemporary India.

Unit	Content	Hour	Marks
<b>1</b>	<b>Policy Frameworks for Public Education in India</b>	<b>16</b>	<b>18</b>
<b>(a)</b>	Contemporary issues and policies <ul style="list-style-type: none"> <li>a. Right to Education (Policy Imperatives)</li> <li>b. Sarva Shiksha Abhiyan (Objectives and financial allocations)</li> <li>c. SSA and the thrust towards enrolling and retaining hitherto marginalized children</li> <li>d. The role and agency of teachers in the context of universal and inclusive education</li> </ul>	03	
<b>(b)</b>	Past Policies and their issues <ul style="list-style-type: none"> <li>a. Universal Elementary Education (Objectives)</li> <li>b. Naye Taleem to integrate life, work and education in the context of community participation and development</li> <li>c. The response of diverse social groups of India to the spread of modern education in the colonial and post-independence periods</li> </ul>	04	
<b>(c)</b>	Education of marginalized groups like women, dalits and tribal people	03	
<b>(d)</b>	National critique of colonial education and experiments with alternatives like, Gandhiji, Dayanand Saraswati	03	
<b>(e)</b>	Language Policies <ul style="list-style-type: none"> <li>a. Medium of schooling</li> <li>b. Present and preceding developments of the Three Language Formula</li> <li>c. Constitutional Provisions on school language policies</li> <li>d. Colonial views on school language policies</li> <li>e. Current research on multilingual education</li> </ul>	03	

<b>Course Title : Creating an Inclusive School</b>
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<b>Course Code: EDPE - 4110</b>	<b>Semester - IV</b>
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Credit: Theory Credit (TC): 02

Supervised Study Credit (SSC): 01

Total: 03

Hours: Classroom Teaching: 32

Supervised Study: 32

Total: 64

Total Marks: 50

[External: 35 Marks; Internal (Engagement with Field): 15]

**Objectives: Student-Teacher will be able to:**

- Understand the inclusion and disability in socio-cultural perspectives.
- Understand contemporary framework for promoting social inclusion.
- Understand inclusive educational policy framework and policy reforms.
- Understand the nature of inclusive society and role of education to create inclusive society.

Unit	Content	Hour	Marks
<b>1</b>		<b>18</b>	<b>18</b>
<b>(a)</b>	<b>Mapping the Groundwork for Inclusion</b> <ul style="list-style-type: none"> <li>• Inclusion and Disability: Definition and Concept.</li> <li>• Key areas for social inclusion and exclusion</li> <li>• Key Groups to be included: Who is marginalized</li> </ul>	02	
<b>(b)</b>	<b>Framework for Promoting Social Inclusion</b> <ul style="list-style-type: none"> <li>• Difference between Normal Education and Inclusive Education.</li> <li>• Removing the obstacles to social inclusion</li> </ul>	02	
<b>(c)</b>	<b>Inclusive educational policy framework:</b> <ul style="list-style-type: none"> <li>• RTE – 2009, RMSA, Education of disadvantaged groups (Girls, SC, ST, Physically disabled, minority groups)</li> <li>• Skills and competences of teachers for education in inclusive school.</li> <li>• Inclusive education strategies such as mixed ability grouping, multilevel teaching, co-operative learning and peer tutoring.</li> <li>• Challenges in Inclusive Education from the school and teacher point of view.</li> </ul>	08	
<b>(d)</b>	<b>Policy Guidelines on Inclusion in Education, UNESCO, 2009</b> <ol style="list-style-type: none"> <li>a) The conviction that all children can learn and grow.</li> <li>b) A firm belief in positive and varied outcomes.</li> <li>c) A pedagogy that is ever evolving and constantly responding to the changing needs of learners.</li> <li>d) An assessment policy that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames.</li> <li>e) An environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers.</li> </ol>	06	

Sem

I

Compulsory

**CuS 1: Curriculum Development Principles**

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand Concept and Principles of Curriculum.
- to develop an understanding of Types and Approaches to Curriculum.
- to understand various foundations of Curriculum
- to comprehend the process of Curriculum Development

**Unit 1: Curriculum: Concept & Principles**

- 1.1 Concept of Syllabus & Curriculum
- 1.2 Aims and Characteristics of Curriculum
- 1.3 Difference: Curriculum Framework, Curriculum, Syllabus and Text-book
- 1.4 Principles of Curriculum Development

**Unit 2: Types & Approaches of Curriculum**

- 2.1 Types of Curriculum: Subject Centered, Student Centered, Objective Centered, Experience Centered and Integrated Curriculum
- 2.2 Concept of Overt (Explicit), Hidden (Implicit) and Null
- 2.3 Approaches to Curriculum: Behavioural- Rational Approach, System-Managerial Approach, Intellectual-Academic Approach, Humanistic-Aesthetic Approach
- 2.4 Determinants of Curriculum: Societal Diversity, Political and Economic Factors, Professional Organisation, Environment and Institutional Consideration

**Unit 3: Foundations of Curriculum Development**

- 3.1 Source of Curriculum Design: State, Science, Society, Moral Doctrine, Knowledge, Learner
- 3.2 Philosophical Foundations of Curriculum Development
- 3.3 Psychological Foundations of Curriculum Development
- 3.4 Sociological Foundation of Curriculum Development

**Unit 4: Process of Curriculum Development**

- 4.1 Establishing Philosophy and Need Assessment
- 4.2 Formation of Goals and Objectives
- 4.3 Selection and Organisation of Content & Learning Experiences
- 4.4 Evaluation of Curriculum

Sem

II

**CuS 2: Knowledge and Curriculum**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to describe meanings of knowledge.
- to understand abstract nature of knowledge.
- to identify different facets of knowledge.
- to classify knowledge into different forms and identify different ways of knowing.

**Unit 1:Epistemology and Basics of Knowledge**

1.1Epistemology: Meaning and Concept

1.2Knowledge: Meaning, Concept, Nature, Scope and Characteristics

1.3Sources and Types of Knowledge

1.4Distinction between: Knowledge and Information, Knowledge and Belief, Knowledge and Skill, Local and Universal; Concrete and Abstract; Theoretical and Practical; Contextual and Textual; School and out of School Knowledge

**Unit 2:Process of Knowledge**

2.1 Components of Knowledge Process

2.2 Approaches to Acquiring Knowledge

2.3 Process of Knowing and Knowledge: The Indian Way

2.4 Process of Construction of Knowledge and Factors involved in Construction of Knowledge

**Unit 3:Translating Knowledge to Curriculum**

3.1 Knowledge as a Foundation of Curriculum and Knowledge Activation through Curriculum

3.2 Infusing Knowledge Processes in Curriculum Development

3.3 The responsibility of selection and Legitimacy of inclusion of knowledge in School Curriculum

3.4 Evaluating Knowledge Potential in Curriculum

**Unit 4:Issues and Trends in Knowledge and Curriculum**

4.1 Dimensions of Curriculum Design: Articulation, Balance, Continuity, Scope Sequence, Integration

4.2 Curriculum Planning – Concept and Levels

4.3 Autonomy in Curriculum Development – Meaning and Effect

4.4 Benchmarking in Curriculum – Concept and Importance

<b>Course Title : Drama and Art in Education</b>
<b>Course Code: EDEPC - 3302</b> <span style="float: right;"><b>Semester - III</b></span>

Credit: Theory Credit (TC): 1

Supervised Study Credit (SSC): 1.5

Total: 2.5

Hours: Classroom Teaching: 16

Supervised Study: 48

Total: 64

Total Marks: 50

[External: 35 Marks: Internal (Engagement with Field): 15]

**Objectives: Student-Teacher will be able to:**

- Enhance teaching-learning skills through drama and art.
- Understand the relationship between the head, heart and hand through drama and art.
- Develop ability to appreciate the inherent rhythm, beauty and harmony in teaching learning process.
- Use Drama process and art to assess students in holistic way.
- Develop aesthetic sensibilities.
- Be creative and enlightened teacher

Unit	Content	Hour	Marks
<b>1</b>		<b>08</b>	<b>20</b>
<b>(A)</b>	<b>Art in Education</b> <ul style="list-style-type: none"> <li>• Concept, Meaning and significance of arts in school education</li> <li>• Relation between art and education.</li> <li>• Art as an activating agent of head, heart and hand.</li> <li>• Significance of different Art forms</li> </ul>	02	
<b>(B)</b>	<b>Performing art and education</b> <ul style="list-style-type: none"> <li>• Concept, Meaning and Types of performing arts.</li> <li>• <b>Drama:</b> Types of drama (Only Introduction) One act play, Musical drama, Mime, Role</li> <li>• Drama as a mode of teaching and learning</li> <li>• Dramatic pressure as a problem solving process.</li> <li>• Drama as a social activity</li> <li>• Drama as 'critical pedagogy'</li> </ul>	06	
<b>Engagement with Field:</b> <ul style="list-style-type: none"> <li>• Study dramas available in the library and perform them. (Library / Laboratory)</li> <li>• Give the students to prepare script of their learning material and perform it (Library / Laboratory)</li> <li>• Visit educational institutions teaching drama, music and dance. (Field Visit)</li> <li>• Observe drama, music and dance performance of peer team and prepare a report. (Observation)</li> <li>• Participate in the workshops of dance and drama and prepare a report (Community)</li> <li>• Participate in the cultural programmes and prepare a report (Field Visit)</li> </ul>			

Sem

I

**EPC 1: Reflective Reading**

Compulsory

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to identify and relate to the context and diversity exhibited in the text book.
- develop skill of interpretation and reflection in relation with the text.
- to relate to the purpose of conducting various microteaching, curricular and co-curricular activities.
- to develop skills and ability to reflect in action and on action.

**Section A : Context And Diversity In Text**

(This section foCuS on developing the reading and comprehending ability of the teacher trainee with reference to text and develop skills for verbally, visually kinesthetically reflecting on the same.)

- 1.1 Conceptual Understanding: Text, Diversity, Context, Comprehension, Reading Strategies
- 1.2 Davis's nine potential component skills of comprehension
  1. Word meanings
  2. Word meanings in context
  3. Follow passage organization
  4. Main thought
  5. Answer specific text-based questions
  6. Text-based questions with paraphrase
  7. Draw inferences about content
  8. Literary devices
  9. Author's purpose.
- 1.3 Reading Strategies-Previewing, Skimming, Scanning, Inferring, Reflecting, Predicting, Paraphrasing and Expansion of ideas

**Section B : Reflections On Curricular Practices**

(This section foCuS on providing opportunities of reflection to teacher trainee with reference to curricular practices and school internship activities and develop skills for verbally, visually kinesthetically reflecting on the same.)

- 2.1 Conceptual Understanding: Reflective learning, Reflective Diary, stages of reflection
- 2.2 Reflection in action, reflection on action –Donald Schon

**Activities for Section A :**

1. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Identify the context, diversity and values inherent in the text. State the authors purpose of the text and Reflect upon your understanding for the same.
2. Select a text (at least a lesson of 4-5 pages) from the text book of your choice. Paraphrase the text and redesign the pages of the text in creative ways.
3. Narrate a story with true events (a current news piece from newspaper related to current events or any incidence can be selected). Re-telling the account - in one's own words/ reflect your views / allow different viewpoints to be presented. from different points of view (taking turns in a smaller group)
4. Select a text from school text book which describes an event /case study/narration etc. Identify the cultural/social/gender relations prevalent during the describe period and present it in audio/visual/ audio-visual form other than the text.
5. Select an event based text from school text book and elaborate on the history before the events listed in the book. Identify the cultural/gender/social biases/thoughts/ideas inherent during the given period. Present it in audio/visual/audio-visual form other than the text.



Sem

I

**EPC 2: Art in Education**

Compulsory

Marks : 35 + 15

**Objectives****To enable the prospective teachers:**

- to identify and relate to the components related to music, fine arts, dance and drama inherent in the school curriculum.
- to develop skills of identifying and appreciating values related to music, fine arts, dance and drama in the school textbooks.
- to relate the textbooks to the purpose of conducting various celebrations in the form of curricular and co-curricular activities through the various forms of art.
- to develop skills and abilities to identify art in the curriculum and relate it to the day-to-day teaching and learning and lifelong learning.

**Section A : Music and Fine Arts in Education (Conceptual Understanding)**

- 1.1 Fine Arts : Elements (Line, form, tone, shape, color, texture) and its various expressions (Drawing, Painting, Poster Making, Collage, Rangoli, Clay Modeling etc.)
- 1.2 Music (Sanskrit Hymns, Shlokas, Stotras, Prayers, Patriotic Songs, Folk Songs, Light Vocals)

**Section B : Dance and Drama in Education (Conceptual Understanding)**

- 2.1 Dance: Taal, Laya, Matra, Sam, Tali, Khali and Avartan with example of different Taals. Writing of Taals, Folk, Traditional and Regional Dances, Classical dance forms
- 2.2 Drama : Theatre, Mono Acting, Mimicry, Skit, One Act Play, Mime, Dialogues and Dialogue Delivery

**Activity of Section A****Music**

1. Select a text from your textbooks and identify any Sanskrit Hymns, Shloks, Stotra, Prayers, Patriotic Songs, Folk Songs, Light Vocal with which you can present the content or the text in a better way. Prepare a report with guidelines for the teacher showing the process.
2. Select a concept or text from your textbook. Develop Sanskrit Hymns/ Shloks/ Stotra / Prayer/ Patriotic Song / small poems for teaching the concept. Prepare a detailed report.
3. Find out a text or a topic related to any folk song pertaining to any region. Learn how to perform it in the classroom for the better understanding of the topic. How will you relate it and explain it? Prepare a detailed report.
4. Find out a song related to Bhakti Sangeet of India pertaining to any religion that is related to one or more topics of any textbooks. Learn to sing it appropriately in the classroom and relate it to discuss your topic. Prepare a detailed report
5. Can music be used to teach science and mathematics? If yes, how? Find out the ways and sources. Prepare or create your own poem, song or instrumental tune and perform before your teacher educators and teacher trainees. Prepare a detailed report of the project.

**Fine Arts**

1. Select a concept or topic from the school textbooks and prepare a drawing or painting. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.
2. Select a concept or topic related to raising social awareness regarding any social or national or global issue from the school textbooks and prepare a poster. Prepare an outline of how to use that in the teaching of that topic in the class. Perform it and Prepare a report.

Sem

I

**ES 1 Perspectives in Education**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the Education as a System in India and Education envisioned by Indian Thinkers.
- to understand the importance of Development of Education System.
- to understand the policies implemented in Post-independence Era.
- to appreciate the futuristic National Policies being introduced.

**Unit 1: Education**

- 1.1 Concept of Philosophy and Education; Significance of Education
- 1.2 Types of Education: Formal, Informal, Non-formal
- 1.3 Education perceived by Gandhiji, Vivekanand, Rabindranath Tagore, Maharshi Aurobindo
- 1.4 Ancient Educational Institutions: Takshashila, Nalanda and Valabhi

**Unit 2: Education in India**

- 2.1 Education in Ancient India: Vedic System of Education
- 2.2 Efforts of strengthening Education System through Math, Mandir, Pathshala and Madressa
- 2.3 Reformation through Education in Indian Societies: Raja Rammonan Ray, Dayanand Saraswati, Thiruvalluvar, Sant Gyaneshwar
- 2.4 Wardha Scheme of Basic Education (Nai Talim)

**Unit 3: Education in Post Independent India**

- 3.1 Radhakrishna Commission, Secondary Education Commission
- 3.2 Kothari Commission
- 3.3 National Policy on Education 1986, Programme of Action 1992
- 3.4 RTE Act 2009

**Unit 4: National Education Policy 2020**

- 4.1 Restructuring School Education: 5 + 3 + 3 + 4 and Early Childhood Care and Education
- 4.2 School Curriculum and Pedagogy
- 4.3 Teacher
- 4.4 Promotion of Indian Languages, Art and Culture; Online and Digital Education

Sem

II

**ES 2: Developing the Self**

Compulsory

Marks : 70 + 30

**Objectives:****To enable the prospective teachers:**

- to develop critical understanding of concept of self and self-identity.
- to analyze the role of socialization in development of self.
- to analyze the role of spiritualism in development of self
- to critically discuss and analyses the role of teacher, books, films and case studies on development of self

**Unit 1: Self and Self Identity**

- 1.1 Concept of Self and Self-identity
- 1.2 Indian Concept of Self with reference to Satva, Rajas and Tamas Guna
- 1.3 Constituent of Panch Kosh
- 1.4 Components of Self – Attitude, Beliefs, Values

**Unit 2: Development of Social Self**

- 2.1 Concept of Social Self & Cultural Self
- 2.2 Agencies that shape the Self: Family, School and Community
- 2.3 Stereotypes and Prejudices: Concept and role of Gender, Caste, Language and Religion in Developing Self
- 2.4 Crisis of Self-identity in the era of Internet and Skills of enhancing self

**Unit 3: Development of Spiritual Self**

- 3.1 Concept of Spiritual Self, Spiritualism and Integral Humanity
- 3.2 Process of Self-awareness, Self-observation, Introspection and Austerity
- 3.3 Concept of Sthitpragya (Bhagwad Geeta Ch-2)
- 3.4 Yoga as a tool for Integration of Individual and Universal Self (Ashtang Yog)

**Unit 4: Developing Self through Books, Case Studies, Films**

- 4.1 Books: Kon (Labhshankar Thakar), Gora (Ravindranath Tagore), Potani Olakh (Bababhai Patel)
- 4.2 Case Study: J. Krishnamurthy, Ramkrishna Paramhans
- 4.3 Films: Adi Shankracharya, Reva, Mystic India
- 4.4 Role of a Teacher(Guru) in Developing the Self

**Course Title : Gender, School and Society****Course Code: EDPE - 4106****Semester - IV****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Develop the understanding of equity and equality of gender with reference to social and cultural perspectives.
- Become familiar with the status of gender during the ancient period, medieval period and modern period.
- Become familiar with the role of government, law and non-government agencies with reference to gender.
- Obtain the information regarding different kinds of gender exploitation and become aware of gender exploitations.
- Cultivate the understanding of role of education in eradicating the gender differences.

Unit	Content	Hour	Marks
<b>1</b>		<b>22</b>	<b>24</b>
<b>(a)</b>	<b>Gender: Identity, Equity and Equality</b>  <b>Gender:</b> Meaning, Concept and Nature (With Reference to Social and Cultural Perspectives )  <b>Gender Identity with Reference to Socialization Process:</b> <ul style="list-style-type: none"> <li>• Emergence of gender specific roles in cross cultural perspectives (Family; Caste; Religion; Culture; School &amp; Different Media)</li> </ul> <b>Gender - Equity and Equality:</b> (Caste; Class; Religion and Ethnicity; Disability; Region)	10	
<b>(b)</b>	<b>Gender Related Status</b> (Economic, Social, Familial, Religious, Professional and Educational) <b>in Ancient Period, Medieval Period and Modern Period i.e.</b> (Independence Period (1855 to 1947) and Post Independence Period (1948 to Continue).	06	
<b>(c)</b>	<b>Gender: Role of State and Law (21<sup>st</sup> Century)</b> <ul style="list-style-type: none"> <li>• Gender Related Government Policy Provision, Implementation and Effectiveness</li> <li>• Legislative Provisions to Eradicate Gender Differences.</li> <li>• Role of Non-government Agencies and Media to Eradicate Gender Differences.</li> </ul>	06	

**Course Title : Knowledge and Curriculum - B****Course Code: EDPE - 3108****Semester - III****Credit: Theory Credit (TC): 02****Supervised Study Credit (SSC): 01****Total: 03****Hours: Classroom Teaching: 32****Supervised Study: 32****Total: 64****Total Marks: 50****[External: 35 Marks; Internal (Engagement with Field): 15]****Objectives: Student-Teacher will be able to:**

- Understand the Epistemological based education.
- Know about modern child-centered education.
- Use Activity, Discovery and Dialogue in education.

Unit	Content	Hour	Marks
<b>1</b>	<b>Dimensions of the Curriculum</b>	<b>16</b>	<b>20</b>
(a)	Curriculum and Syllabus(Meaning and Importance)	01	
(b)	Difference between curriculum and syllabus	01	
(c)	Dimension of curriculum and its relation with aims of education	02	
(d)	Agencies of curriculum development	01	
(e)	Purpose of curriculum development	02	
(f)	Stakeholders in making of curriculum	01	
(g)	Curriculum as enact and curriculum as process and product	03	
(h)	Notion of the curriculum as 'given' vs evolution	02	
(i)	Relationship between curriculum framework and syllabus	01	
(j)	Translation of syllabus into textbooks	02	
<b>Engagement with Field:</b> <ul style="list-style-type: none"> <li>• Conduct a workshop on "Curriculum and Its Dimension" and make a report. (Workshop)</li> <li>• Conduct a debate on similarities and differences on curriculum and syllabus.</li> <li>• Make a project on agencies and stakeholder of curriculum development.</li> <li>• Conduct a book review of text book of any one subject and critically analyze the book.</li> <li>• Observe teaching-learning and co-curricular activities of the school and make a report on how syllabus is transacted in everyday practices.</li> </ul>			
<b>2</b>	<b>Curriculum and Society</b>	<b>16</b>	<b>15</b>
(a)	Role of state in the curriculum	02	
(b)	Linkages between the power embedded in various structure of society (Meritocracy) and knowledge.	03	
(c)	Relationship between Power, Ideology and Curriculum	03	

Sem

I

**LPC 1: Gujarati Language**

Compulsory

Marks : 70 + 30

હેતુ :

- પ્રશિક્ષણાર્થીઓ ગુજરાતી ભાષાનો ધ્વનિવિચાર જાણે, સમાનાર્થી અને વિરુદ્ધાર્થી શબ્દોની આગવી અર્થછાયા સમજે.
- પ્રશિક્ષણાર્થીઓ સંક્ષેપીકરણની પ્રક્રિયા સમજે અને પોતાના અભ્યાસમાં તેનો ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ વિચાર-વિસ્તાર કરતા થાય.
- પ્રશિક્ષણાર્થીઓ નિબંધલેખન સમજે અને વિવિધ પ્રકારના નિબંધ લખી શકે. વિદ્યાર્થીઓ ગદ્યના સ્વરૂપોથી પરિચિત થાય અને એક પ્રકારના ગદ્યનું બીજા પ્રકારના ગદ્યમાં રૂપાંતર કરી શકે તેમજ લેખનમાં ઉપયોગ કરી શકે.
- પ્રશિક્ષણાર્થીઓ અહેવાલ લેખન કરી શકે, વિદ્યાર્થીઓ ઉદ્ઘોષક અને સભાસંચાલકની કામગીરી સમજે અને સભાસંચાલન કરવા પ્રેરાય.
- પ્રશિક્ષણાર્થીઓ ગદ્ય-પદ્યના રસસ્થાનો સમજી સમીક્ષા કરે.

**Unit 1: ધ્વનિવિચાર, સમાનાર્થી શબ્દો, વિરુદ્ધાર્થી શબ્દો**

- 1.1 ધ્વનિ, વાગૂઅવયવો, ઘોષ - અઘોષ, અલ્પપ્રાણ - મહાપ્રાણ ,
- 1.2 સ્વર, વ્યંજન, અનુનાસિકો ( ઉચ્ચારણ પ્રક્રિયા )
- 1.3 સમાનાર્થી શબ્દો અને તેની આગવી અર્થછાયા
- 1.4 વિરુદ્ધાર્થી શબ્દો અને તેની આગવી અર્થછાયા

**Unit 2: સંક્ષેપીકરણ, વિચાર-વિસ્તાર**

- 2.1 સંક્ષેપીકરણ અને સારલેખનનો ભેદ
- 2.2 શબ્દસમૂહ માટે એક શબ્દ શોધી લખવા, રૂઢિપ્રયોગ, કહેવત મૂકી શકાય તેમ હોય તે શોધવા, વાક્યોને કેવી રીતે ભેગા કરી સંક્ષેપ કરવો તેની સમજ
- 2.3 વિચાર એટલે શું?, કાવ્ય પંક્તિ/વાક્યનો કેન્દ્રવર્તી વિચાર ગ્રહણ કરવો,
- 2.4 વિચારનો વિસ્તાર, ઉદાહરણ, અવતરણનું મહત્ત્વ

**Unit 3 : નિબંધ લેખન, ગદ્ય રૂપાંતર**

- 3.1 વિષયને અનુરૂપ મુદ્દા નક્કી કરવા, મુદ્દાનો ક્રમ નક્કી કરવો
- 3.2 અવતરણોનું મહત્ત્વ, પ્રસ્તાવના અને ઉપસંહારનું લેખન, વિષય અનુરૂપ ગદ્યની પસંદગી
- 3.3 વાદાત્મક ગદ્ય, ભાવાત્મક ગદ્ય
- 3.4 વિવરણાત્મક ગદ્ય, વર્ણનાત્મક ગદ્ય

**Unit 4: અહેવાલ લેખન, સભાસંચાલન, ગદ્ય- પદ્ય સમીક્ષા**

- 4.1 અહેવાલ લેખન
- 4.2 ઉદ્ઘોષક અને સભાસંચાલકની ભૂમિકા
- 4.3 કાવ્યના રસસ્થાનોની સમજ
- 4.4 પ્રશ્નોની સમજ, જવાબ અને જવાબની ભાષા

Sem

II

**LPC 2 : English Language**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the definition, process and types of communication along with the concept and characteristics of effective communication
- to understand the various modes of communication and to learn to communicate effectively through those modes in the day-to-day professional life
- to understand the various components, types and techniques of the listening and speaking skills in English and to apply them in the day-to-day academic and professional activities
- to understand the various components, types and techniques of the reading and writing skills in English and to apply them in the day-to-day academic and professional activities

**Unit 1: Introduction to Communication Skills**

- 1.1 Definition of Communication
- 1.2 Process of Communication
- 1.3 Non-verbal communication in Classroom
- 1.4 Effective Communication : Characteristics and Barriers

**Unit 2: Modes of Communication**

- 2.1 Email Writing Skills
- 2.2 Presentation Skills
- 2.3 Communication (English) in Social Media : Academic Concerns
- 2.4 Communication in Group DisCuSsion, Personal interview

**Unit 3: Listening and Speaking Skills**

- 3.1 Types of Listening, Effective Listening Skills & Barriers to effective listening, Characteristics of a good listener
- 3.2 Listening to high quality speeches and songs in English and Note taking
- 3.3 Speaking Skills in English : Pronunciation skills, Stress and Intonation
- 3.4 Speaking Skills in English : Classroom Interaction, Post-prayer Talks, Meetings, Deliver Lectures/Speeches, Compering

**Unit 4: Reading and Writing Skills**

- 4.1 Concept, Types and Purposes of Reading; Increasing Reading Speed and Barriers to Reading Speed
- 4.2 Intensive and Extensive Reading; SQ3R,
- 4.3 Punctuation Marks, Cohesion, Coherence
- 4.4 Writing Formal Introductions, Agenda and Minutes of the Meetings, Reports, Notices and Announcements

Sem

I

Compulsory

**LS 1: Psychology of Learner**

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to develop insight about Educational Psychology and the stages of human growth and development.
- to understand different theories of Development and its implication in real classroom scenario.
- to understand and imply theories of Intelligence, Personality and Creativity.
- to understand Mental Health and Adjustment.

**Unit 1: Educational Psychology & Growth and Development**

- 1.1 Psychology: Concept; Educational Psychology: Concept, Scope and Significance
- 1.2 Growth, Development & Maturity: Concept, Principles and Factors affecting Growth and Development
- 1.3 Stages of Human Development: Characteristics and Educational Implications
- 1.4 Adolescence: Concept, Characteristics, Challenges and Educational Implications

**Unit 2: Developmental Theories: Concept, Stages and Characteristics**

- 2.1 Piaget's Cognitive Development Theory
- 2.2 Vygotsky's Theory of Cognitive Development
- 2.3 Kohlberg's Moral Development Theory
- 2.4 Erickson's Theory of Psycho-Socio Development

**Unit 3: Intelligence, Personality and Creativity**

- 3.1 Individual Difference: Concept, areas of Individual Differences, Educational Implications
- 3.2 Intelligence: Concept and theories (Two factor theory, Guilford's SOI) Measurement of Intelligence and its Educational implications
- 3.3 Personality: Concept, Factors, Types of Personality (Introvert, Extrovert).
- 3.4 Creativity: Concept, difference between creativity and intelligence, Techniques of fostering creativity

**Unit 4: Mental Health and Adjustment**

- 4.1 Mental Health: Concept, Factors affecting Mental Health, Concept of Mental Hygiene
- 4.2 Adjustment: Concept, Characteristics and Maladjustment
- 4.3 Defence Mechanisms: Types and Implications
- 4.4. Group Dynamics: Concept & Implications, Sociometry.



Sem

II

**LS 2: Learning and Teaching**

Compulsory

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the concept and nature of learning.
- to comprehend the theories of learning with reference to concepts and implications.
- to understand concept of teaching and use of various teaching method
- to understand models of teaching and programmed learning

**Unit 1: Learning: Concept and Nature**

- 1.1 Concept and Nature of Learning, Factors affecting learning
- 1.2 Motivation: Concept, Need, Theory (Abraham Maslow and McClelland)
- 1.3 Transfer of learning: Concept, types, factors affecting transfer of learning
- 1.4 Learning style: Concept and Classification by Kolb's, Edger Dale's Cone of Experience

**Unit 2: Theories of Learning (Concepts and Implications)**

- 2.1 Classical Conditioning theory
- 2.2 Operant Conditioning theory
- 2.3 Learning by trial and error
- 2.4 Gestalt theory (Insight learning)

**Unit 3: Teaching and Role of Teacher**

- 3.1 Concept and Nature of Teaching, Teaching as a Profession
- 3.2 Phases of Teaching: Planning, Execution and Reflection
- 3.3 Levels of Teaching: Memory Level( Herbartian), Understanding Level(Morrison), Reflective Level(Hunt)
- 3.4 Role of a Teacher: As a Model, Facilitator, Negotiator, Co-Learner, Reflective Practitioner and Classroom Researcher

**Unit 4: Models of Teaching and Programmed Learning**

- 4.1 Models of Teaching: Concept, Characteristics, Elements
- 4.2 Concept attainment Model
- 4.3 Advance Organizer Model
- 4.4 Programmed Learning: Concept, Principles, Types, Steps of Development

# EDUCATIONAL RULES AND GUIDELINES

## B.Ed. Programme

### Objectives:

The main objective of this programme is to prepare teachers for Upper Primary (Classes VI-VIII), Secondary (Classes IX-X) & Higher Secondary (Classes XI-XII) schools.

The B.Ed. programme enables student teacher to-

- Acquire competence to teach subjects of his/her specialization on the basis of accepted principles of learning and teaching in the context of NCF 2005 and NCFTE 2009.
- Develop skills, understanding, interests and attitude which enable him/her to foster all-round growth and development of the children under his/her care.
- Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the required subjects.
- Develop understanding of psychological principles of 'growth and development', 'individual differences and similarities' and 'cognitive and affective learning'.
- Develop skills in guiding and counseling the children in solving their personal as well as academic problems.
- Understand the role of the home, the peer group and the community in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.
- Understand the role of school and community in changing society.
- Understand the administrative structure of school education in Gujarat State.
- Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
- Acquire interactive processes of group reflection, critical thinking and concept formation.
- Understand the nature, purpose, influencing factors and problems of various levels of education in the context of diverse socio- cultural - political & Multilingual Indian Society and resolve them.
- Plan and organize classroom instruction through learner centered techniques for inclusive education.
- Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
- Effective utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and providing challenging learning to the gifted.

- Develop critical understanding of ICT in Education.
- Become self-regulated learner; develop professional commitment and work as responsible professional.
- Cultivate reflective teaching practices and interface with societal resources.

### **Edu. R-1: Admission**

- (a) Eligibility:** Candidates with at least 50% Marks either in Bachelor Degree and /or in Master Degree in Science/ Social Sciences/ Humanities, Bachelor in Engineering or Technology with specialization in Science and Mathematics with 55% Marks or any other Qualification equivalent thereto, are eligible for admission to the programme.
- (b) Eligibility criteria for admission to B.Ed. programme in Hemchandracharya North Gujarat University** will be according to the qualifications and norms laid down by NCTE/ UGC / Hemchandracharya North Gujarat University / Government of Gujarat from time to time.
- (c) Reservation:** Reservation of seats for SC/ST/OBC and Handicapped will be as per existing Gujarat Govt. /Central Govt. /University rules.
- (d) Procedure:** Admission shall be made on merit. The merit will be considered on the basis of marks obtained in the qualifying Examination and / or in the entrance examination or any other selection process as per policy of the State Government/ and the University.

### **Edu. R-2: Duration and Working Days**

B.Ed. Programme is a **full time course** and consists of four semesters as shown in table-I to VI.

- (a) Duration:** The B.Ed. Programme shall be of a duration of Two Academic Years, which can be completed in a Maximum of Three Years from the date of the admission to the programme.
- (b) Working Days:** There shall be at least **Two Hundred Working Days each year** exclusive of the period of examination and admission. Institution shall work for a minimum of **thirty six hours a week**, during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

### **Edu. R-3: Attendance**

- (a)** The minimum attendance of student teachers shall have to be 80% for all theory and supervised learning classes, and 90% for school internship.
- (b)** It is mandatory for every student to keep 80% of attendance in the college. Principal may condone the attendance of any student not more than 10 % of total attendance to be kept by the student for a genuine and valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the principal, the executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports/cultural activities to represent the

college/the university at university/district/state/ national level the principal shall condone these days as attendance for want of completion of the required attendance by the institute.

### **Edu. R - 4: Course Design**

The programme shall comprise three broad curricular areas – 'Perspectives in Education', 'Curriculum and Pedagogic Studies', and 'Engagement with the Field'. The courses under each of these areas are as follows

#### **Perspectives in Education**

1. Childhood and Growing Up
2. Contemporary India and Education
3. Learning and Teaching
4. Gender, School and Society
5. Knowledge and Curriculum
6. Creating an Inclusive School

#### **Curriculum and Pedagogic Studies**

1. Language across the Curriculum
2. Understanding Disciplines and Subjects
3. Pedagogy of a School Subject
4. Assessment for Learning
5. Optional Course
  - I. Peace Education
  - II. Vocational Guidance
  - III. Yoga for Holistic Health
  - IV. Environmental Education
  - V. Obligations of a Teacher

#### **Engagement with the Field**

1. Activities that run through all the courses indicated as Perspectives in Education and Curriculum and Pedagogic Studies
2. School Internships
3. Enhancing Professional Capacities (EPC)
  - a. Reading and Reflecting on Texts
  - b. Drama and Art in Education
  - c. Application of ICT in Education
  - d. Critical Understanding of ICT
  - e. Understanding the Self

Sem

I

PS 1 O1 :

## General Pedagogy for Mathematics and Science

Optional

Marks : 70 + 30

### Objectives

#### To enable the prospective teachers:

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

### Unit 1: Values and Corelation of Mathematics and Science

- 1.1 Concept of Faculty and Discipline with Reference to Mathematics and Science
- 1.2 Scope of Science and Mathematics; Values - Disciplinarian, Cultural and Utilitarian
- 1.3 Corelation: i) Mathematics: with its branches and Social Sciences  
ii) Science: with its branches and Social Sciences  
iii) Mathematics and Science
- 1.4 Mathematics and Science in School Curriculum and day to day life: Need and Importance

### Unit 2: Pedagogical Perspectives

- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in Mathematics and Science

### Unit 3: Methods of Teaching Mathematics and Science

- 3.1 Inductive - Deductive, Demonstration
- 3.2 Comparison, Logical Approach
- 3.3 Analysis -Synthesis, Experiment Method
- 3.4 Project, Exhibition

### Unit 4: Microteaching, Simulation

- 4.1 Microteaching: Concept, Steps, and Merits
- 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
- 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
- 4.4 Simulation: Concept, and Characteristics and Steps

Sem  
I

PS1 O2 :

**General Pedagogy for Languages,  
Social Sciences & Commerce**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to comprehend the concepts of faculty and discipline and knowledge as a whole.
- to appreciate values and recognize correlation.
- to understand pedagogical perspectives.
- to develop skills of microteaching, simulation lesson.

**Unit 1: Values and Corelation among Languages, Social Sciences and Commerce**

- 1.1 Concept of faculty and discipline with reference to Languages, Social Sciences and Commerce
- 1.2 Scope of Languages, Social Sciences and Commerce, Values - Aesthetic, Cultural and Utilitarian
- 1.3 Correlation among Languages, Social Sciences, Commerce, Mathematics and Science
- 1.4 Languages, Social Sciences and Commerce in school curriculum and day to day life: Need and Importance

**Unit 2: Pedagogical Perspectives**

- 2.1 Teaching: Concept and Principles
- 2.2 Maxims of Teaching
- 2.3 Concept & Examples: Techniques, Methods, Devices, Approaches and Models of teaching
- 2.4 Concept: Aims, Objectives and Learning Outcomes in languages, Social Science and Commerce

**Unit 3: Methods of Teaching Languages, Social Science and Commerce**

- 3.1 Inductive-Deductive, Comparison
- 3.2 Translation, Story Telling
- 3.3 Narration cum disCuSsion, Demonstration, Project
- 3.4 Analysis-Synthesis, Source Method (Aadhar)

**Unit 4: Microteaching, Simulation**

- 4.1 Microteaching: Concept, Steps, and Merits
- 4.2 Microteaching Skills: Set Induction, Probing Questions, Fluency in Questioning, Explanation, Illustration with Example,
- 4.3 Microteaching Skills: Board work, Stimulus Variation, Reinforcement, Use of Teaching Aids
- 4.4 Simulation: Concept, and Characteristics and Steps

Sem

II

**PS2/PS3: Pedagogy of English (L2)**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the historical perspectives, Aims and Objectives of ELT (L2)
- to understand and analyse the methods and approaches in ELT (L2) and to apply them while preparing tasks and activities for teaching LSRW, Grammar and Vocabulary
- to explore the variety of Teaching Learning Materials (TLMs) and resources for ELT (L2) available online and to create need based TLM for English language learners
- to understand concept and types of assessment and evaluation in ELT (L2) and to apply that
- to prepare language tests and rubrics to assess LSRW skills, Grammar skills and Vocabulary skills

**Unit 1 : Historical Perspectives, Aims, Instructional Objectives of ELT (L2)**

- 1.1 History of ELT in India : Before and After Independence (A Brief Overview)
- 1.2 Concept of ESL, EFL, TESOL, ESP, EAP
- 1.3 Aims and Objectives of ELT at Primary, Secondary and Higher Secondary Level
- 1.4 Bloom's Taxonomy and ELT : Preparing Instructional Objectives

**Unit 2 : Methods and Approaches in ELT (L2)**

- 2.1 Grammar Translation Method, Direct Method, Structural Approach, Situational Approach, Audiolingual Method, Bilingual Approach to ELT (Concept and Characteristics)
- 2.2 Functional Approaches : CLT, CLL, TBLT, Post Method Era: Eclectic Method
- 2.3 Teaching of LSRW, Grammar, Vocabulary: Lesson Planning, Unit Lesson Planning, Preparing Tasks and Activities
- 2.4 Co-curricular Activities for ELT; English Club, Literary Club, Reading Club

**Unit 3 : Teaching Learning Materials and Resources in ELT (L2)**

- 3.1 Textbook Analysis : Criteria and its Application (analysis of any one textbook)
- 3.2 Evaluation of teaching-learning materials of ELT (Criteria and Evaluation of any one Online Material and any one Offline Material)
- 3.3 Authentic Materials and Online Resources for ELT
- 3.4 Preparation of TLM in ELT, Use of ICT tools for TLM

**Unit 4 : Assessment and Evaluation in ELT (L2)**

- 4.1 Study of existing English language question papers at various levels of school education in terms of objectives, blue print, techniques
- 4.2 Types of Questions, Types of Tests (Achievement, Diagnostic and Proficiency)
- 4.3 Using ICT tools for assessment
- 4.4 Assessment of LSRW, Grammar, Vocabulary : Preparing Tests

Sem

II

**PS2/PS3: Pedagogy of Gujarati**

Optional

Marks : 70 + 30

**હેતુઓ :**

- પ્રશિક્ષણાર્થીઓ ભાષાના અર્થ, સ્વરૂપ, મહત્ત્વથી પરિચિત થાય તેમજ ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ જાણે.
- પ્રશિક્ષણાર્થીઓ પાઠ આયોજન અને એકમ આયોજનની સમજ કેળવે.
- પ્રશિક્ષણાર્થીઓ ભાષા શિક્ષણમાં ઉપયોગી તમામ પ્રકારની અધ્યયન-અધ્યાપન સામગ્રીથી પરિચિત થઈ તેનો વર્ગમાં ઉપયોગ કરતા શીખે.
- પ્રશિક્ષણાર્થીઓ માતૃભાષા પાઠ્યપુસ્તકનું મૂલ્યાંકન કરે તેમજ ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓથી પરિચિત થાય.

**Unit 1: ગુજરાતી ભાષા શિક્ષણના હેતુઓ**

- 1.1 ગુજરાતી ભાષાનો અર્થ અને સ્વરૂપ ( પરિભાષા, લાક્ષણિકતા, ઘટકો, સ્વરૂપ )
- 1.2 ગુજરાતી ભાષા શિક્ષણનું મહત્ત્વ ( શિક્ષણના માધ્યમ તરીકે, પ્રત્યાયનના વાહન તરીકે, અન્ય વિષયોનો પાયો)
- 1.3 બ્લુમ ટેક્સોનોમી અનુસાર ગુજરાતી ભાષા શિક્ષણના શૈક્ષણિક હેતુઓનું વર્ગીકરણ
- 1.4 ગુજરાતી ભાષા શિક્ષણના સામાન્ય હેતુઓ અને વિશિષ્ટ હેતુઓ

**Unit 2: પાઠ આયોજન અને એકમ આયોજન**

- 2.1 પાઠ આયોજન : સંકલ્પના, સોપાનો અને ફાયદા
- 2.2 આદર્શ પાઠ આયોજનની લાક્ષણિકતાઓ
- 2.3 એકમ આયોજન: સંકલ્પના, સોપાનો, ફાયદા
- 2.4 ગુજરાતી ભાષા શિક્ષણની પ્રયુક્તિઓ : કાવ્યપઠન, કાવ્યગાન, સંદર્ભકથન, નાટ્યકરણ, મૂખરવાચન

**Unit 3: ભાષા શિક્ષણમાં અધ્યયન-અધ્યાપન સામગ્રી**

- 3.1 શૈક્ષણિક સાધનો: સંકલ્પના, વર્ગીકરણ, મહત્ત્વ અને ઉપયોગ
- 3.2 શ્રવણ, કથન, વાચન, લેખન કૌશલ્યોના વિકાસ માટેની પ્રવૃત્તિઓ
- 3.3 ભાષા શિક્ષણમાં ઉપયોગી સંદર્ભ સાહિત્ય, શબ્દકોશ, વિશ્વકોષ, સોફ્ટવેર, મોબાઇલ એપ્લિકેશન અને બીજા સંસાધનો
- 3.4 ભાષાખંડ અને ભાષા પ્રયોગશાળા: સંકલ્પના અને મહત્ત્વ

**Unit 4: અભ્યાસક્રમ અને પાઠ્યપુસ્તક**

- 4.1 પાઠ્યપુસ્તકની લાક્ષણિકતાઓ, મહત્ત્વ અને મૂલ્યાંકન
- 4.2 શિક્ષક હાથપોથી: સંકલ્પના, લાક્ષણિકતાઓ અને મહત્ત્વ
- 4.3 ગુજરાતી ભાષા શિક્ષણમાં ઉપયોગી સહઅભ્યાસ પ્રવૃત્તિઓ
- 4.4 ગુજરાતી ભાષા શિક્ષણમાં નિદાન અને ઉપચાર



Sem

II

## PS2/PS3: Pedagogy of Hindi

Optional

Marks : 70 + 30

## उद्देश्य

- प्रशिक्षणार्थी भाषा का महत्व, सिद्धांत एवम् उद्देश्यों का ज्ञान प्राप्त करें।
- प्रशिक्षणार्थी पाठ योजना और इकाई पाठ योजना का अध्ययन करें।
- प्रशिक्षणार्थी भाषाकीय कौशल का विकास एवम् मूल्यांकन का अध्ययन करें।
- प्रशिक्षणार्थी पाठ्यक्रम और पाठ्यसामग्री का निर्माण और प्रक्रिया की जानकारी प्राप्त करें।

## Unit1: हिन्दी भाषा शिक्षा का महत्व, सिद्धांत एवं उद्देश्य

- 1.1 हिन्दी भाषा के लक्षण एवम् महत्व
- 1.2 हिन्दी राष्ट्रभाषा का उत्तरदायित्व एवं उद्देश्य
- 1.3 ब्लूम टेक्नोमी के आधार पर हिन्दी भाषा शिक्षा के उद्देश्य का निर्धारण
- 1.4 हिन्दी भाषा शिक्षा पाठ योजना के सामान्य और विशिष्ट उद्देश्य, (इंस्ट्रक्शनल) अनुदेशात्मक उद्देश्य

## Unit 2: भाषा शिक्षण में पाठ योजना और इकाई पाठ का प्रारूप, शिक्षण विधियां एवम् सहायक सामग्री

- 2.1 पाठ योजना संकल्पना, सोपान और महत्व, आदर्श पाठ योजना के मानदंड
- 2.2 इकाई योजना संकल्पना, सोपान और महत्व, आदर्श इकाई योजना के मानदंड, अधिगम योजना के संरचनावादी मॉडल
- 2.3 हिन्दी शिक्षा की विधियां: अनुकरण विधि, गीत अभिनय विधि, गठन विधि, नाटक विधि ( गद्य, पद्य एवम् व्याकरण के अनुसार विधि का उचित रूप से प्रयोग के संदर्भ में)
- 2.4 शैक्षिक साधन: अर्थ, उपयोगिता एवम् ध्यान में रखने योग्य आवश्यक सूचनाएं (हिन्दी साहित्य के संदर्भ ग्रंथ, पत्रिका, वेबसाइट, ब्लॉग, शब्दकोष )

## Unit 3: हिन्दी भाषाकीय कौशल का विकास एवम् मूल्यांकन

- 3.1 श्रवण कौशल की संकल्पना, महत्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
- 3.2 कथन कौशल की संकल्पना, महत्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
- 3.3 वाचन कौशल की संकल्पना, महत्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां
- 3.4 लेखन कौशल की संकल्पना, महत्व, उपयोगिता, दोष, कारण और सुधार की प्रवृत्तियां

## Unit 4: हिन्दी भाषा में पाठ्य सामग्री एवम् निर्माण प्रक्रिया

- 4.1 शिक्षा के विभिन्न स्तर पर हिन्दी भाषा पाठ्यक्रम के हेतु
- 4.2 पाठ्यपुस्तक का महत्व, आदर्श पाठ्यपुस्तक की लाक्षणिकता और मूल्यांकन
- 4.3 टीचर्स हैंडबुक की संकल्पना, लाक्षणिकता और महत्व
- 4.4 सह पाठ्यक्रम गतिविधियां: भाषा प्रयोगशाला, भाषा मंडल, साहित्यिक भाषा संस्थान की मुलाकात

Sem

II

**PS2/PS3: Pedagogy of Mathematics**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the aims and objectives of teaching Mathematics
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Mathematics
- to understand Curriculum of Mathematics and Mathematics Textbook

**Unit 1: Aims and Objectives of Mathematics**

- 1.1 Concept of Mathematics and Elements of Mathematics: Axioms, Postulates, Propositions and Theorems
- 1.2 Taxonomy of Educational Objectives
- 1.3 General and specific Objectives
- 1.4 Instructional Objectives of Teaching Mathematics

**Unit 2: Lesson planning and Unit Lesson Planning**

- 2.1 Lesson planning : Concept, Steps and Advantages
- 2.2 Characteristics of Ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming

**Unit 3: Teaching Learning Resources in Mathematics**

- 3.1 Teaching Aids: Concept, Importance, Principles of use and selection
- 3.2 Classification of Teaching Aids and Improvised teaching aids
- 3.3 Various Learning and Reference Resources in Mathematics: Journal and Magazine, Reference Books, Virtual lab, Apps, Documentaries and Movies of Mathematics and Mathematicians, Websites and Blogs
- 3.4 Mathematics Laboratory: Need, Importance, Use and Resources

**Unit 4: Curriculum of Mathematics and Mathematics Textbook**

- 4.1 Objectives of Mathematics Curriculum at Various level
- 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Mathematics textbook.
- 4.3 Teacher Handbook: Concept, Characteristics and Importance
- 4.4 Co-curricular activities: Mathematics Club, Fair, Field Trip, Maths Olympiad

Sem

II

## PS 2/PS3: Pedagogy of Sanskrit

Optional

Marks : 70 + 30

उद्देश्यानि –

संस्कृतशिक्षणार्थं भाविशिक्षकानां सामर्थ्यवर्धनार्थम् ।

- संस्कृतशिक्षणस्य लक्ष्य-उद्देश्यानां च अवगमनार्थम् ।
- पाठ-आयोजनस्य अवगमनार्थम्, विभागानुसारं पाठ-आयोजनस्य अवगमनार्थं च ।
- संस्कृते विद्यमानानां पठन-पाठनस्रोतसाम् अवगमनार्थम् ।
- संस्कृतपाठ्यक्रमस्य पाठ्यपुस्तकानां च अवगमनार्थम् ।
- भाषायाः मूलभूतकौशलानाम् अधिग्रहणार्थं ज्ञानप्राप्त्यर्थं च ।

## Unit 1 संस्कृतशिक्षणस्य लक्ष्यानि उद्देश्यानि च ।

- 1.1 संस्कृतभाषायाः सांस्कृतिकं साहित्यिकं महत्त्वं वैशिष्ट्यं च ।
- 1.2 शैक्षणिक-उद्देश्यानां वर्गीकरणम् ।
- 1.3 सामान्य-उद्देश्यानि विशिष्ट-उद्देश्यानि च ।
- 1.4 संस्कृतशिक्षणस्य अनुदेशात्मक-उद्देश्यानि ।

## Unit 2 पाठ-आयोजनम्, प्रकरणपाठ-आयोजनम् ।

- 2.1 पाठायोजनम्- संकल्पना, सोपानम्, लाभाः ।
- 2.2 गद्य-पद्य-व्याकरणपाठानाम् आयोजनम् ।
- 2.3 प्रकरणशः पाठायोजनम् – संकल्पना, सोपानम्, लाभाः ।
- 2.4 पद्धतयः प्रविधयः - पद्धतयः (प्रत्यक्षपाठनम्, भाण्डारकर) प्रविधयः (मौखिककार्यम् – गानम्, मंचनम्, स्वत्वार्पणम्-Assignment)

## Unit 3 संस्कृतशिक्षणस्य पठनपाठनस्रोतांसि ।

- 3.1 पाठ्योपकरणानि – संकल्पना, महत्त्वम्, उपयोगनियमाः चयनं च ।
- 3.2 पाठ्योपकरणानां वर्गीकरणम्, तात्कालिक-पाठ्योपकरणानि च ।
- 3.3 संस्कृताध्ययनार्थं विविधाः सन्दर्भाः - वर्तमानपत्राण, सामयिकानि, विश्वकोशः, सन्दर्भपुस्तकानि, तन्त्रांशाः (Apps, videos), जालपुटानि (websites)।
- 3.4 संस्कृत-प्रकोष्ठः- आवश्यकता, महत्त्वम्, व्यवस्थापनम्, स्रोतांसि ।

## Unit 4 संस्कृतपाठ्यक्रमः संस्कृतपाठ्यपुस्तकानि भाषायाः मूलभूतानि कौशलानि च ।

- 4.1 विविधस्तरे संस्कृतशिक्षणस्य उद्देश्यानि ।
- 4.2 संस्कृतपाठ्यपुस्तकानां वैशिष्ट्यं महत्त्वं मूल्यांकनं च ।
- 4.3 भाषायाः मूलभूतानि कौशलानि – श्रवणम्, भाषणम्, पठनम्, लेखनम् (मूलभूतकौशलानां अर्थः महत्त्वम्, तेषां विकासार्थं विविधप्रवृत्तयः च) ।
- 4.4 सह-अभ्यासिकप्रवृत्तयः, संस्कृतसम्भाषणम्, संस्कृतसमाचारश्रवणम्, श्रुतलेखनम्, प्रदर्शनी ।

Sem

II

**PS2/PS3: Pedagogy of Science**

Optional

Marks : 70 + 30

**Objectives****To enable the prospective teachers:**

- to understand the aims and objectives of teaching Science
- to understand Lesson Planning and Unit Lesson Planning
- to understand Teaching Learning Resources in Science
- to understand Curriculum of Science and Science Textbook

**Unit 1: Aims and Objectives of Teaching Science**

- 1.1 Concept of Science and Elements of Science: Facts, Concept, Principles, Hypothesis, Generalization
- 1.2 Taxonomy of Educational Objectives
- 1.3 General and Specific Objectives
- 1.4 Instructional Objectives of Teaching Science

**Unit 2: Lesson planning and Unit Lesson Planning**

- 2.1 Lesson planning : Concept, Steps and Advantages
- 2.2 Characteristics of Ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Oral work, Drill and review, Assignment, Brain-storming, Play-way

**Unit 3: Teaching Learning Resources in Science**

- 3.1 Teaching Aids: Concept, Importance, Principles of use and selection
- 3.2 Classification of Teaching Aids and Improvised teaching aids
- 3.3 Various Learning and Reference Resources in science: Science fiction (Rhymes, Hykus, Drama), Journal and Magazine, Encyclopedia, Reference Books, Virtual lab, Apps, Documentaries and Movies of Science and Scientists, Websites and Blogs
- 3.4 Science Laboratory: Concept, Types and Importance
  - Planning and layout of General Science Laboratory
  - Characteristics of Laboratories at Higher Secondary Level
  - Maintenance of Science laboratory

**Unit 4: Curriculum of Science and Science Textbook**

- 4.1 Objectives of Science Curriculum at Various level
- 4.2 Importance of Textbook, Characteristics of ideal textbook and Evaluation of Science Textbook.
- 4.3 Teacher Handbook: Concept, Characteristics and Importance
- 4.4 Co-curricular activities: Science club, Science fair, Field Trip, National Talent Search examination

**Objectives****To enable the prospective teachers:**

- to understand aims and objectives of teaching Social Science
- to understand lesson planning and unit lesson plan in Social Science
- to understand teaching learning resources in Social Science
- to acquaint with curriculum of social science and Social Science textbooks

**Unit 1: Aims and objectives of teaching Social Science**

- 1.1 Concepts, Meaning and Scenario of Social Science subject.
- 1.2 Bloom's Taxonomy of educational objectives of Social Science subject
- 1.3 Aims and General and specific objectives of Social Science subject
- 1.4 Behavioral changes of teaching of Social Science subject

**Unit 2: Lesson Planning and Unit Lesson Plan**

- 2.1 Lesson Planning: Concept, steps and advantages
- 2.2 Characteristics and Criteria of ideal lesson plan
- 2.3 Unit Lesson Planning: Concept, Steps and Advantages
- 2.4 Techniques: Role play, Brain storming and Assignment

**Unit 3: Teaching learning resources in Social Science**

- 3.1 Teaching aids: Concept, importance, principles of use and selection
- 3.2 Classification of teaching aids and improvised teaching aids:  
Time line, Maps, Globe, Geographical models-instruments, Charts, Graphs, Archeological sources (coin-model-pictures)
- 3.3 Various learning and reference resources in Social Science:  
Literary sources (history), Journal and Magazine, Reference Books, Documentaries and Movies, Websites and Blogs.
- 3.4 Social Science Room: Importance, Arrangement, Activities  
Social Science Club and activities for school.

**Unit 4: Curriculum of Social Science and Social Science Text Book**

- 4.1 Objective of Social Science curriculum at various levels.
- 4.2 Characteristics and importance of textbook, evaluation of Social Science text books of std 9th and 10th
- 4.3 Teacher Handbook: Concept, characteristics and importance.
- 4.4 Co-curricular activities: Tour and visits, Exhibition, Museum, Eco Club.

Sem

II

## SI: Practice Teaching

Compulsory

Marks : 100

**Objectives:****To enable the prospective teachers:**

- to understand the concept of stray lessons.
- to develop the proficiency in delivering stray lessons.
- to develop the ability to reflect on the lessons delivered by them.
- to develop skills for preparing TLM.

Type of Activity	Credit	Hrs.	Lessons		Total	Marks		
			M1	M2		Int.	Ext.	Total
Stray Lessons	3	90	3	3	6	60	-	60
Observation			6	6	12			
Submissions	1	30	Reflective Journal for Stray Lessons			20	-	20
			Preparation of TLM in First Method			20	-	20
			<b>Total</b>			<b>100</b>	-	<b>100</b>

**Course Title : Understanding the Self**
**Course Code: EDEPC - 4304**
**Semester - IV**
**Credit: Theory Credit (TC): 1**
**Supervised Study Credit (SSC): 1.5**
**Total: 2.5**
**Hours: Classroom Teaching: 16**
**Supervised Study: 48**
**Total: 64**
**Total Marks: 50**
**[External: 35 Marks: Internal (Engagement with Field): 15]**
**Objectives: Student-Teacher will be able to:**

- Understand the development of self.
- Critically analyze the professional identity of teacher.
- Understand the social identity of the self.
- Use varied form of self expressions.
- Appreciate the relation between self and yoga.
- Revisit the childhood experiences and understand the influences on the self.
- Interact with the self through different media

Unit	Content	Hour	Marks
<b>1</b>		<b>08</b>	<b>18</b>
<b>(a)</b>	<b>Development of the Self</b> <ul style="list-style-type: none"> <li>• Nature of Self (Who am I?)</li> <li>• Development of the inner self</li> <li>• Professional identity of a teacher.</li> <li>• Development of sensibilities, dispositions and skills in facilitating the personal growth</li> <li>• Development of socio-relational sensitivity</li> <li>• Effective communication skills including the ability to listen and observe</li> <li>• Holistic and Integrated understanding of the human self and personality</li> <li>• Resilience within to deal with conflicts at different level</li> <li>• Creating teams to draw upon collective strengths</li> </ul>	03	
<b>(b)</b>	<b>Social self</b> <ul style="list-style-type: none"> <li>• Social Identities- Gender, Relational, Cultural</li> <li>• One's implicit beliefs, stereotypes and prejudices resulting from these identities</li> <li>• Political, Historical and Social forces that shape identities</li> </ul>	03	
<b>(c)</b>	<b>Self Expression</b> <ol style="list-style-type: none"> <li>1. Use of personal narratives, life stories, group interactions, film reviews to help explore one's dreams, aspirations, concerns</li> </ol> Varied forms of self expression including poetry & humor, creative movement, aesthetic representations	02	
<b>Engagement with Field:</b> <ul style="list-style-type: none"> <li>• Conduct two days' workshop on who am I? (Workshop)</li> <li>• Workshop on stress management(Workshop)</li> <li>• Workshop on soft skills development(Workshop)</li> </ul>			